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First Annual Distribution of Prizes of The City of Dublin Technical Schools and Science and Art Schools, 1890.

City of Dublin Technical Schools

CITY OF DUBLIN TECHNICAL SCHOOLS
AND SCIENCE AND ART SCHOOLS,

LOWER KEVIN-STREET.

First Annual

DISTRIBUTION OF PRIZES,

On the 11th JANUARY, 1890,

BY

THE VERY REV. GERALD MOLLOY, D.D., D.Sc.

FALCONER, PRINTER, DUBLIN.

1890.

Distribution of Certificates

FOR THE SESSION 1889-90.

On Saturday evening, the 11th January, 1890, the Certificates awarded to successful pupils in the past Session were distributed in the principal hall of the Dublin Technical and Science and Art Schools by the Very Rev. Gerald Molloy, D.D., D.Sc., in the absence of Mr. Thomas Sexton, M.P., the Chairman of the Public Libraries Committee. There was a large audience, amongst those present being—the Very Rev. Dr. Molloy, Alderman Perry, High Sheriff of the City of Dublin, Councillors Lemass, Brown, Doherty, J.P., Clinch, Messrs. James Talbot Power, D.L., Arnold Graves, B.L., Hon. Sec., James Dignam, John Fagan, James M'Connell, P. Grogan, James Brenan, Head Master Metropolitan School of Art, Thomas Brophy, Charles O'Reilly, J. Mulligan, Managing Director, Hibernian Bank, and the following members of the staff—Messrs. W. V. Dixon, B.A., Thomas F. Slevin, C. B. Outon, J. F. Bramhall, C. E. A. Klingner, F. C. Wallis-Healy, Thomas Brophy, Philip O'Reilly, Miss Todd, Miss Kearney.

On the motion of Mr. Talbot Power, seconded by Councillor Clinch, Alderman Perry took the Chair.

The Chairman having expressed his regret at the absence of Mr. Sexton, in consequence of which he was called on to preside, said that he was sure it was a source of the greatest satisfaction to those present to attend, and that he would leave the conduct of the proceedings in the hands of the Committee, who devoted an immense amount of time and a considerable interest in promoting the welfare of their fellow-citizens.

Mr. ARNOLD GRAVES, who was received with applause, then read the third Annual Report of the Governors of the Schools. After reading the Report, he said he desired to make some observations to account for the delay in distributing the Certificates. The Certificates having been won at the May Examinations in the past year, successful candidates might think it curious that they were called upon to wait so long for their rewards. The fault, however, did not lie with the Governors. If the matter had rested with them, the Certificates would have been delivered within a week after having been awarded; but most of the Certificates were those awarded by the Science and Art Department, and having to award immense numbers of Certificates to schools all over the three Kingdoms, the Department took a long time to prepare them, and they had not reached the Governors until a very recent date. It would be a great matter if Prizes and Certificates could be in the hands of the Governors in September, when the Schools reopen; and he trusted that the representations which the Governors might think proper to make would induce the Department to send them over earlier in future. As regards another Department with which they had dealings, he had great pleasure in announcing that the Dublin Corporation had increased their grant to the Schools from £500 to £750. Some improvements and changes had taken place since the Report was re-issued. They would observe how much the attendance at the classes had increased, and that their fees had more than doubled since last Session. They had opened new classes in Building Surveying, Mechanical Engineering, and Tailors' Cutting, all of which had been signal successes. He would call particular attention to the Tailors' Cutting Class because it was the first Class opened at the request of a Trades Union, and he looked upon it as a matter of very happy omen that a Trades Union should take up the question of technical education. He would wish to say nothing against trade societies, but he would remind them that

mere physical force, or mere combinations of numbers would never enable them to obtain their due share of profits from the capitalist; until they were trained, not only with their hands but with their brains, they would not take that position to which they aspired. On the Continent trade societies had founded their own schools and worked them with their own capital. As to the tailor's class he was glad to see that 57 had joined, and that it was now the largest of their trade classes. If other trade societies would follow the example of the tailors he had no doubt the number seeking technical education would be so great that it would be necessary to establish additional technical schools in the city. The next matter to which he would call attention was a suggestion with regard to subscriptions. He did not wish to beg, and more especially he did not desire to trouble the Corporation further at present, but he wished to point out to the public that a number of the classes at these schools were entirely dependent on public subscriptions. Under the Libraries Acts the school grant could only be applied to Science and Art classes; the trade classes, therefore, were dependent on public subscriptions. Anyone engaged in the engineering trades knew how important it would be to have a machine shop in connection with the Schools. Again, a forge was badly wanted; while it would be important that the brewers and distillers, sugar boilers, soap refiners, and others should have a good practical laboratory, in which they might make experiments and learn the application of chemistry to their various trades. A large amount of money would be required for these purposes, and the Governors looked to the public to contribute the necessary funds. He had great satisfaction in announcing that the Governors contemplated establishing classes in which they would give a commercial education to those engaged in commerce. Anyone who studied this subject must be aware that for success in commerce, the education given in Irish intermediate schools was not sufficient. That

education led up to the universities and not to commercial life. A man might be a Latin scholar, but might know little or nothing of modern languages, book-keeping, or other commercial subject. He had a report which he extracted from one of the London newspapers, the *Daily News*, which gave an account of the scheme of commercial education adopted by the London Chamber of Commerce. This scheme was prepared after a most careful inquiry, and after issuing an elaborate series of questions to leading educational and commercial authorities, and benefiting by the answers given by these gentlemen, the London Chamber of Commerce had introduced a system of commercial education, which included modern languages, commercial arithmetic, commercial geography, freehand drawing and shorthand.

Already in Kevin-street classes had been established in some of these subjects, and now it was proposed to establish evening classes in which a tolerably complete commercial education would be given. These classes were intended not to increase the army of unemployed clerks, but to afford those already engaged in business opportunities to master subjects which would benefit the trade of the city. He hoped to see classes opened shortly in German, French, Spanish and Commercial Arithmetic in their Institution, and he had no doubt that they would be attended with good results.

THE CHAIRMAN then called on the Very Rev. Dr. Molloy to address the meeting and distribute the prizes.

Dr. MOLLOY, on rising, was received with loud applause. He said that he would say a few words on the general subject of technical education, which, at the present time, occupied so much attention. He would try to give some outline of a general system of technical education for Ireland, and to show the relation in which this institution would stand with respect to such a system. If he were asked to define what technical education was, he would say that it was that

kind of education which taught the people of a country to do well those things which they had to do in order to earn their livelihood, and to develop the wealth and prosperity of the country. There was an idea prevalent that up to the present time they had no technical education in this country; he thought they had a good deal of technical education. The lawyer had technical education in the universities and the legal institutions of the country; the doctor received technical education also in the universities and in the medical schools. The clergyman, too, was supplied with technical education for his profession in the universities and in theological colleges. Technical education had long existed for the professional classes; but what had not existed—or at least not to that degree in which it was needed—was technical education for the commercial classes and for the great body of the people.

The whole system of higher education had been constructed to provide technical instruction for the professional classes, and to provide general culture for the wealthy and leisured classes, while it left the poorest classes of the community without any special teaching to fit them for those industrial pursuits on which they depended for their support, and on which depended, too, the wealth and prosperity of the country. What they wanted, then, was not to disturb any part of the existing educational structure, but rather to supply those elements in which it was defective, and to provide an education for the commercial and industrial classes which would prepare them as effectually for their career in life as the professional classes are now prepared at the public expense. There were three stages of general education—the primary, the intermediate, and the university. So with technical education there should be also three stages—the primary, the intermediate, and the polytechnic. It was not necessary to create these three stages of technical education from nothing; it was only necessary, as it were, to graft them on our present system, and this task did not seem to be very difficult.

To begin with the primary stage. For all classes some amount of general culture—reading, writing, and arithmetic—was absolutely necessary, and this was already provided by the National Schools. But these schools were defective in this respect, that the education they gave was almost exclusively devoted to literary culture, and little or no provision was made for manual or industrial instruction. He thought a very slight modification in the present system of instruction would be sufficient. He would suggest that less time should be devoted to literary training, and that the time thus saved should be devoted to instruction (1) in drawing; (2) in the elements of physical and natural sciences; and (3) in some form of handicraft. This change would produce an agreeable variety in the monotony of school life, and he was strongly of opinion that it would not lead to any diminution whatever in the literary culture of the pupils, while it would lay the foundation for a more advanced industrial training at a later period.

Passing over the subject of Intermediate Technical Education for the moment, he would remind them that they had already existing in this city what might be called an Industrial University or Polytechnic School—the College of Science. It had been established for the purpose of developing industrial education in this country, but for various reasons, notwithstanding the eminent staff of professors it possessed, notwithstanding its admirable equipment of apparatus and educational appliances, it had been practically a failure. He would not now discuss the causes of its failure, but he might say that one reason why it was not a success was because it was a temple erected on the top of a hill, and those who were invited to go there had no means at their disposal to help them to climb the hill. (Loud applause.) It was the crowning stage of an educational structure, of which the foundation had never been laid. It was, in fact, a Technical University where there were no technical schools. He mentioned it

now because he wished to remind them that they already possessed in the College of Science the germ of a great Technical University; and to develop this germ and make it fruitful it was, in the first place, necessary to establish throughout the country those earlier stages of technical teaching which naturally lead up to the higher and more advanced.

He had already spoken of the primary stage. It remained to say a few words about the secondary or intermediate. There we come on a complete chasm: an absolute void. No such thing existed or had ever been established in Ireland as a system of intermediate technical education. He regretted to say that a large number of endowments created from time to time by various benevolent persons for the purpose of establishing industrial education in the country had been alienated from the purposes for which they were intended, and were applied to the foundation of schools for exclusively literary culture. He thought, nevertheless, that they had existing in the country an endowment, now producing comparatively little fruit, which would be amply sufficient to provide such an education as was needed. They had heard of the Model Schools which were established by the State, and were intended to be available for the higher instruction of the people. There would always be a considerable proportion of the population who would have leisure and a desire to acquire a more advanced education than could be given in the primary schools, and for such persons the Model Schools were established and maintained at the public expense. But they wanted a system of education better adapted to the wants of the people and fitting them to follow, with profit to themselves and with benefit to their country, those agricultural and industrial pursuits which must always be the main occupation of the great majority of the people. The buildings of the Model Schools have been erected at a cost of £120,000, and as they stood to-day, they represented, probably, a capital value of

about £100,000. The annual sum expended to maintain them was about £33,000. Here, then, was a fixed endowment, consisting of £100,000 and £33,000 a year for the higher education of the most promising pupils of the primary schools. He would not go into the reasons why the Model Schools had given such small results, but he would say this, that if they were placed under a system of management that would be satisfactory to the people of the country, and if they provided, together with a reasonable amount of general culture, a sound course of training in connection with the arts and industries suitable to the localities in which they are situated, there would not be a more successful instrument of education in the world, nor a more powerful agency for improving the condition of the people and developing the resources of the country.

He would now wish to point out the relation between that institution in which they were assembled, and such a complete system of technical education as he had sketched. In the first place, they had up to the present no technical schools in the country, and therefore their young men and young women had grown up without that knowledge which they might have gained in such schools. They had already entered upon their industrial career, and many of them had begun to feel that the want of an industrial training was an impediment to their progress and success in life, and they were invited to come to that institution to remove that impediment and make good the deficiencies of their early education. They had responded to that invitation in such numbers, and they had shown such an eager desire to take advantage of the instruction there given, as to leave no doubt that the institution met a real want and was already assured of a great success. Even if such a system of technical education as he had sketched for them this evening were established in the country, there would still remain ample scope for the Technical Schools of Kevin-street and other similar institutions. There will always be a considerable number of persons who, for one

reason or another, will find themselves launched on an industrial career without the necessary training for it, and these schools will enable them, by its evening classes, to obtain the technical instruction of which they stand in need, without breaking off their connection with the trade in which they might be engaged.

So far as he knew, this was the only technical school in Ireland established on a large scale and attended with complete success; and the success of this school was a matter of no small importance. It put before the country in a real and tangible form what technical education meant; it proved the possibility of establishing and supporting a technical school in the midst of a comparatively poor population; and it proved, what was perhaps most valuable of all, that when such a school was established, it was sure to receive the sympathy, the appreciation, and the practical support of the people.

The Certificates were then distributed in the following order :—

SUCCESSES OBTAINED AT THE MAY EXAMINATIONS, 1889.

Science and Art Department.

PRACTICAL PLANE AND SOLID GEOMETRY.

ELEMENTARY STAGE.

First Class—Thomas G. Marnan, Richard Sewards.

Second Class—Thomas Byrne, Thomas Hanrahan, Thomas Majilton, R. Sharpe.

MACHINE CONSTRUCTION AND DRAWING.

ADVANCED STAGE.

Second Class—William Hargrave, Edward J. O'Neill.

ELEMENTARY STAGE.

First Class—Thomas Majilton.

Second Class—John E. Batey, Thomas Byrne, Robert Dawson, Maurice Dixon, Thomas G. Marnan.

BUILDING CONSTRUCTION AND DRAWING.

ELEMENTARY STAGE.

First Class—Michael Culligan.

MATHEMATICS.

FIRST STAGE.

First Class—James Dignam.

THEORETICAL MECHANICS.

ELEMENTARY STAGE

First Class—William O. Byrne.

Second Class—Nicholas J. M'Walter, Laurence O'Malley.

APPLIED MECHANICS.

ELEMENTARY STAGE.

First Class—William O. Byrne.

Second Class—William Hargrave, Nicholas J. M'Walter, William Taylor.

SOUND, LIGHT AND HEAT.

ELEMENTARY STAGE.

Second Class—Patrick Keegan, Thomas J. S. Rudd, James Swann.

ELECTRICITY AND MAGNETISM.

ELEMENTARY STAGE.

Second Class—Robert Cunningham, Michael Kelly, Herbert Kennedy, Thomas J. S. Rudd, Joseph White.

INORGANIC CHEMISTRY—THEORETICAL.

ADVANCED STAGE.

Second Class—Edward J. O'Neill.

ELEMENTARY STAGE.

First Class—Joseph Farrar, Adolph J. Ganter, Richard M'Manus.

Second Class—Bernard Coyle.

INORGANIC CHEMISTRY—PRACTICAL

ADVANCED STAGE.

First Class—Richard M'Manus.

Second Class—Edward J. O'Neill.

ELEMENTARY STAGE.

First Class—Laurence Enright, Joseph Farrar, Charles F. Hornsby, Arthur Reynor.

STEAM.

ELEMENTARY STAGE.

First Class—Thomas Majilton.

Second Class—Thomas G. Marnan, Edward G. Morgan.

ART—SECOND GRADE.

FREEHAND DRAWING.

First Class—Michael P. J. Ennis.

Second Class—Albert Jeffers, George M'Asey, Joseph M'Cormack, Joseph Walsh.

City and Guilds of London Technological Examinations.

CARPENTRY AND JOINERY.

ORDINARY GRADE.

First Class—William Hargrave.

PHOTOGRAPHY.

ORDINARY GRADE.

First Class—Adolph J. Ganter.

Second Class—James Casey, William Cullen, Peter Farrell, Mary Ellen Landye.

BOOT AND SHOE MANUFACTURE.

ORDINARY GRADE.

First Class—William Bradfield, Joseph E. Burke, William Cooper, John O'Brennan.

Second Class—Michael J. Butler, John Campbell, John Joseph Wheatley.

PLUMBERS' WORK (PRINCIPLES OF).

ORDINARY GRADE.

First Class—George Herron, Alexander M. M'Donnell.

Second Class—William Miller, Richard Mullally.

PLUMBERS' WORK (PRACTICAL TEST).

First Class—George Herron.

Second Class—Charles Reilly.

SHORTHAND.

SENIOR CLASS.

First Prize—Henry Molloy.
Second Prize—Thomas K. Ramsay.

JUNIOR CLASS.

First Prize—A. Neill.
Second Prize—T. Kilmartin.

PLAIN COOKERY.

First Prize—Miss E. Murray.
Second Prize—Miss A. Booth.
Third Prize—Miss E. Kelly.

MARCH, 1889.

DRESSMAKING.

First Prize—Miss D. Byron.
Second Prize—Miss M. Brophy.

DRESS CUTTING.

First Prize—Miss M. F. Dillon.
Second Prize—Miss M. O'Reilly.

DECEMBER, 1889.

DRESS CUTTING.

First Prize—Mrs. Strong.
Second Prize—Miss L. Crumpe.

Mr. DOHERTY, in moving Mr. Henry Brown to the second chair, and a vote of thanks to the officers, said that if the subject of technical education were properly understood, that hall would not

hold the number of people that would resort to it. There was a false impression amongst people here as to what technical education was. If he thought it would interfere with trade, he would not advocate technical education; but it was because it would elevate them that he advocated it. If they went abroad, they would find it was the technical schools that raised the countries on the Continent to the position they at present held. Mr. Scott Russell said that England was a hundred years behind the Continent in the matter of technical education. Where was Ireland without technical education and without industries? The most skilled man was sure to come to the front. They would find in America that it was the man who was educated that directed labour. The men that were best technically educated had an advantage over others—no one could doubt this. Was not war itself, in which the Germans had excelled, based on technical education? It would be a great advantage to every man to be a shorthand writer, and take down such a beautiful address as Dr. Molloy's. The intermediate education given in Ireland was not what they wanted. If they went to Belfast they would find it was not intermediate education that had been the source of their prosperity.

Mr. Brenan, Head Master, Metropolitan School of Art, in seconding the motion, said he was desirous to find out whether the proper key-note would be struck that evening by the speakers on the subject of technical education. He was greatly pleased and delighted by what he had heard. It was evident that the Corporation and Governors were most anxious to forward the cause of technical education. A very good response had been given on the part of the students, but nothing to what he expected to see in the future. He hoped that the table would not be able to hold the prizes which would be placed upon it.

It was a truism to say that drawing was at the root of all technical education; but he believed that this was not fully appreciated

as yet; anyone who thought upon the subject, however, would see that it was perfectly true. Drawing was as easily learned as "pot-hooks and hangers." In writing, the man who was able to draw had another language at his fingers' ends. He believed that the power to understand a plan, section, and elevation, was at the root of all technical education. He thought sufficient importance was not attached to the value of what was commonly called geometrical drawing; and he was afraid it was regarded by the pupils at these schools as a subject not of great importance. Every man should be able to understand a plan, section, and elevation. He should also be able to represent his ideas regarding form with chalk, pen, or pencil, so as to convey them to others.

Mr. BROWN, in putting the vote, suggested that the subject of technical education, being of so much importance, should be brought forward in the Rotunda, so as to enlighten people as to its chief characteristics. The Corporation had shown that they recognised its importance by raising the grant, and all citizens should take a lively interest in the subject.

THE HIGH SHERIFF, in acknowledging the vote, expressed his gratification at the subject of commercial education having been taken up by the Governors. Simple as it appeared to be to take up positions in mercantile warehouses, there was not one boy in every ten who knew his business. He was aware that in Antwerp there was an institution where commercial education was given. They commenced by tying a parcel, and went through the whole routine of any of our wholesale warehouses. That was a great advantage to young men. In this Continental school they were also taught the exchanges. There were large exporters in Dublin at the present moment who had to work out the exchanges themselves for Spain and other countries because their young men did not know how to do so.

Mr. GRAVES returned thanks on behalf of the officers, and con-

cluded the proceedings by reading a note left with him by Mr. Talbot Power, who had to leave the meeting early, stating—"We have a nice and complete fitting and machine shop, containing a forge, lathe, drilling machine, planing machine, vices, &c. I shall be happy to place same at the disposal of the Governors, and run it under steam any evening you may require it (after 7 o'clock) during the present winter, to enable you to commence an engineering class at once, as it would take time and money to prepare and fit up a shop on the premises of the technical schools." (Applause.)